Raritan Landing... Uncovering a Forgotten Past



Classroom Activities Guide

A Publication of

Middlesex County Cultural and Heritage Commission Middlesex County Board of Chosen Freeholders

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Artifact Collection provided by

New Jersey Department of Transportation Federal Highway Administration





Dear Educator,

The story of Raritan Landing is told in a landmark, permanent exhibition at East Jersey Olde Towne Village in Piscataway, N.J. So important is this community to the history of our state and the nation, that this Classroom Activity Guide was created as a companion to the exhibit *Raritan Landing: Uncovering a Forgotten Past*. Raritan Landing was an historic river port community located along both sides of River Road and Landing Lane in Piscataway. The community flourished in the eighteenth century as an important trading location along the Raritan River. Sailing vessels laden with manufactured goods from all over the world made their way to this port. Once unloaded, these vessels, now bound for Colonial markets, were stowed with a variety of crops, produce and products grown on central New Jersey farms.

The market economy of Raritan Landing thrived for many decades only to be interrupted by the hostilities of the Revolutionary War. The community's strategic location resulted in devastation, as both sides fought over the landscape. Peace was restored when the confrontation ended, and a growing American society, strengthened by trade, saw that the community was rebuilt. By the early nineteenth century, however, new methods of transporting goods bypassed Raritan Landing in favor of other trading communities further downstream. With its trade gone, buildings, the people and artifacts slowly faded into history.

It would take a team of archaeologists, historians and preservationists to protect, interpret and preserve what remained of Raritan Landing. To that end, in the 1970s, the Rutgers Archaeological Survey Office conducted the first excavation: the County of Middlesex purchased and preserved the historically important Cornelius Low House, one of the last remaining structures of the Landing. Administered today by the Middlesex County Cultural and Heritage Commission, this important building has been professionally restored and displays award-winning exhibits about New Jersey history. The last several decades also witnessed further archaeological investigations funded by the New Jersey Department of Transportation and carried out by skilled archaeologists from a variety of cultural resource management firms.

This Classroom Activities Guide is many years in the making and a direct result of all these collaborative efforts. Its content was written by archaeologists in conjunction with the New Jersey Department of Transportation and published by Middlesex County. It is divided into several thematic components that touch on various aspects of Raritan Landing history. Included are activities about the Revolutionary War, Public Archaeology, Transportation and Trade, and Reading Historic Maps. The illustrations in this booklet include maps, documents, images and artifacts about Raritan Landing. Also included is a glossary of archaeological terms and resources for further study.

It is our hope that this *Classroom Activities Guide* will inspire students and teachers to explore the rich history of Raritan Landing: students will also learn of the efforts to uncover its past, and the important work done to interpret and preserve its history. We can supplement this guide with an interactive kiosk, the detailed reports prepared by the archaeologists, an original, lavishly illustrated children's book on archaeology and the publication *Voices of Raritan Landing* that is now in its second printing. Please let us know how this and all of our educational tools are used within your classrooms.





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Lesson Plan: The Revolutionary War at Raritan Landing

Subject: American History, New Jersey History

Grade Level: 9-12

Historic Period: American Revolution and the New Nation (1754-1820s)

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Pictured left is a damage claim filed by Raritan Landing resident William Letson for property destroyed during the Revolutionary War. A modern transcription has been provided on the right.

GOAL:

The primary goal of this lesson is to show students how the American Revolution affected one town and its people in order to make historical facts (such as dates, major events) more accessible to students by placing them in a more personal perspective. In addition, awareness of New Jersey's pivotal role in the war as the "Crossroads of the Revolution" will be emphasized.

PREREQUISITES:

Students are expected to be familiar with the general history of the eighteenth and nineteenth centuries in the United States and with the major events of the Revolutionary War. They should be able to read maps.

INSTRUCTIONAL OBJECTIVES:

- 1. Students will learn about New Jersey's central role in the Revolutionary War. The State's importance as a place of battles and of encampments for both armies is often understated in general history books; the current lesson will encourage students to learn more about their state in this period.
- 2. Students will be introduced to the use of primary source materials for historical research through the study of a selection of Revolutionary War Damage Claims.
- 3. Students will review and understand how key historical events and individuals led to the development of New Jersey and the United States.

INSTRUCTIONAL PROCEDURES:

- 1. Review the major events of the Revolutionary War and the specific events that took place in New Jersey. This can be done through class discussions of information in history texts used in the core curriculum or through homework writing assignments. Be sure to explain who the Hessians were and why they were fighting for Great Britain.
- 2. Have students view the website for the Crossroads of the American Revolution www.revolutionarynj.org, in particular the Guided Tour section. Print out the map at www.revolutionarynj.org/placecategory/explore/. Discuss the map with students, making sure to explore topics such as: Why did troops encamp for long periods of time; how did they choose their camping places; where and when were major battles fought in New Jersey; why has the name "Crossroads of the Revolution" been applied to New Jersey?
- 3. Have students read, either during class sessions or as a homework assignment, text titled "The Revolutionary War at Raritan Landing," which includes claims for damages from individuals at Raritan Landing and accounts written by soldiers on both sides of the conflict. See Addendum Section I of this *Classroom Activities Guide* or go to our website to download and print Revolutionary War at Raritan Landing.
- 4. Discuss the war damage claims of Van Rants, Bray, Blair, Letson and Williamson. Question the students about similarities and differences in the claims and ask them why the British took the items they did. Pay particular attention to the claim of Jane Blair and to her inventory and will: One of her enslaved men left with the British forces but two other enslaved people are mentioned in her will. Why did the Negro man [as quoted from the Blair documents] and a man and woman from Williamson, leave with the British forces? Why might Blair have given to her "mulatto slave Tom" a wagon, horses and 50 pounds? Why did Tom and Henry, the other "servant" mentioned in her will, not leave with the British? How long was slavery legal in New Jersey?
- 5. Discuss the problems and advantages of using primary sources in historical research: this type of information is not filtered by another researcher's interpretations but can sometimes be difficult to decipher due to problems including handwriting, inadvertent omissions or mistakes, archaic terms and inconsistent spellings.



Officer's Regimental Button

Uniform buttons in British Army regiments had identification markings of the regiment. This button is a silver officer's button for the 35th Regiment, one of the regiments that was encamped at Raritan Landing during the winter of 1777-1778. Officers were issued silver buttons, while sergeants and privates were issued pewter buttons.

MATERIALS:

- 1. Raritan Landing website: http://www.co.middlesex.nj.us/culturalheritage
- 2. Addendum Section I of this *Classroom Activities Guide*, Revolutionary War at Raritan Landing.
- 3. Crossroads of the American Revolution web site: www.revolutionarynj.org/

ASSESSMENT / EVALUATION:

Assessment is based on student participation during in-class discussions, completion of assigned readings, short essays and/or oral presentations. Some information may be incorporated into quizzes or tests for assessment purposes.

CONNECTIONS:

These exercises provide students with the opportunity to learn more about the history of their state during the time of the Revolutionary War and to become familiar with some of the common citizens affected by the war. Discussion of Jane Blair's will can lead into discussion of eighteenth- and early-nineteenth century slavery in the North compared to slavery in the South. The household items listed in Blair's inventory can be used to begin a discussion of food-preparation technology in the eighteenth century. This lesson plan could be used in middle school classes as well.

This lesson plan is designed to address and fulfill specific standards and goals laid out in the *New Jersey Core Curriculum Content Standards for Social Studies*, as recorded at http://www.state.nj.us/education/aps/cccs/ss/

The specific standards addressed are:

Standard 6.1 U.S. History: America in the World

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage.

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures.

Within each Standard, this lesson plan pertains to two Strands:

Strand B. Geography, People and the Environment Strand D. History, Culture and Perspectives

RESOURCES:

Rediscovering Raritan Landing — An Adventure in New Jersey Archaeology by Rebecca Yamin, funded by the New Jersey Department of Transportation (NJDOT). For copies of the book email culturalandheritage@co.middlesex.nj.us or contact

Middlesex County Cultural & Heritage Commission 703 Jersey Avenue New Brunswick, NJ 08901 732.745.4489 (Voice) 732.745.3888 (TTY Only)

Voices from Raritan Landing — a hard copy is available from the Middlesex County Cultural and Heritage Commission, 703 Jersey Avenue, New Brunswick, NJ 08901 or download from our website http://co.middlesex.nj.us/culturalheritage/information.asp

Cornelius C. Vermeule's Raritan Landing That Was, available at some local libraries.

John T. Cunningham *The Uncertain Revolution*, available at many libraries and bookstores.

Crossroads of the American Revolution Guidebook available for \$5.00 at various locations in New Jersey as listed at http://www.revolutionarynj.org/guided-tour/

CONTACTS:

Libraries

Local history room at the Newark Public Library Local history rooms or collections at county libraries New Jersey State Library, Trenton

Historic Sites for Educational Tours

New Jersey State Museum
Cornelius Low House/Middlesex County Museum
1225 River Rd., Piscataway
East Jersey Olde Towne Village
1050 River Rd., Piscataway
Old Barracks Museum, Trenton
Morristown National Historical Park
Monmouth Battlefield State Park
Washington's Crossing State Park

WEB SITES:

http://www.state.nj.us/state/museum

http://www.co.middlesex.nj.us/culturalheritage

http://www.saveprincetonbattlefield.org/

http://www.state.nj.us/dep/parksandforests/parks/monbat.html

http://americanrevolutioncenter.org/

http://www.nps.gov/history/museum/exhibits/revwar/morr/morroverview.html



Iron Key

Eighteenth century keys were predominantly made of iron. This key was found on the Bray/Letson property at Raritan Landing.

Lesson Plan: Raritan Landing: Reading Historical Maps, Writing Community History

Subject: American History, New Jersey History

Grade Level: 9-12

Historic Period: American Revolution and the New Nation (1754-1820s)

Expansion and Reform (1801-1861)



John Reid was born in Scotland and came to New Jersey in 1683. He was a surveyor and created this map of the "Raritan River" and the "plantations thereupon" in 1685.

GOAL:

The purposes of this lesson are to expand students' map reading and analytical skills and to introduce them to the subject of community history.

PREREQUISITES:

Students are expected to possess general knowledge of the eighteenth- and nineteenth-century history of New Jersey and the United States. They will need to be able to read maps.

INSTRUCTIONAL OBJECTIVES:

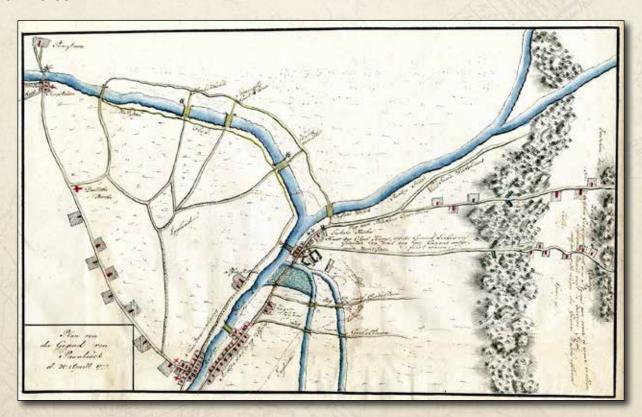
- 1. Students will be introduced to historical maps and how to interpret them.
- 2. Students will learn to examine historical sources with a critical eye. Ask the students if previous writers interpreted documents and maps correctly or if they made errors of judgment or of analysis.
- 3. Students should be able to apply the lessons learned to other locations, especially their own towns.
- 4. Students will be introduced to skills needed to present historical information to a wide audience.

INSTRUCTIONAL PROCEDURES:

- 1. Students should read all of the information contained in the website about Raritan Landing at http://www.raritanlanding.com/. Begin with the section "Site Description: The Historic Community." Discuss the history of the town. Explain that the archaeological excavations were necessary because the various public works projects (roads and sewers) in the area were funded by the state and federal governments; such projects require an Environmental Impact Statement, including an assessment of a site's archaeological resources. See Addendum Section II of this Classroom Activities Guide.
- 2. Divide students into groups of three or four. Either give each group a copy of the following maps or have them look at the maps online (make sure they know how to zoom in on the section of each map that shows the Landing):
 - the 1936 Cornelius Vermeule reconstruction of the Landing from the website (also available in a simplified version at http://mapmaker.rutgers.edu/PISCATAWAY/RaritanLanding.jpg
 - the 1876 map of Piscataway Township available at http://mapmaker.rutgers.edu/PISCATAWAY/Piscataway_1876.jpg
 - the 1850 map of Middlesex County available at http://mapmaker.rutgers.edu/MIDDLESEX_COUNTY/ Middlesex 1850 Wallmap/
 - a current image of the area from Google Earth, Bing Maps, or a similar source

Have each group note in writing what changes they see in locations of roads, other transportation systems, and numbers and types of structures. Discuss the possible reasons for these changes. Be sure to include discussion of population increase and the development of transportation technology and energy sources.

- 3. Have students evaluate information contained in the website. Different sections of the website lend themselves to different deliberations. For example, in the "Community History" section, lead the students in a discussion of the information included for each person. Be sure to explore topics such as: What were the personal and business ties that connected these people? What kinds of jobs did they do? Is writing the narrative in the first person for each character an effective means of communication? How accurate do they think the emotions and motivations attributed to each character are (include discussion of whether these attributed emotions and motivations are affected by the cultural values of our own time)? Do these accounts "talk down" to the audience or do they appeal to a wide audience?
- 4. Give the students copies of the "soldiers' accounts" and "war damages claims" from Addendum Section I. Have each choose one person from these sources and write a short biography/history for them, modeled after *Voices from Raritan Landing* (available on our website) or using any resources the student wishes. Read the biographies aloud in class and have students evaluate their information, accuracy, and interest.



This map titled "Plan of the Area of Bound Brook, 20, April 1777", was drawn by Johann von Ewald a German military officer during the Revolutionary War. The map also shows New Brunswick and Raritan Landing. Reproduced with permission from the Joseph P. Tustin Papers, Special Collections, Harvey A. Andruss Library, Bloomsburg University of Pennsylvania.

MATERIALS:

- 1. Raritan Landing website: http://www.co.middlesex.nj.us/culturalheritage
- 2. Addendum Sections I and II of this Classroom Activities Guide
- 3. National Register nomination form. Digitized copies are online and available from

http://www.nps.gov/nr/publications/forms.htm
National Register of Historic Places National Park Service
1839 C St., NW (MS 2280)
Washington, DC 20240
Direct or overnight mail should go to:
1201 Eye St., NW
8th Floor (MS 2280)
Washington, DC 20005

ASSESSMENT / EVALUATION:

Assessment is based on student participation during in-class discussions, completion of assigned readings, and the biographical essay and/or oral presentations. Some information may be incorporated into quizzes or tests for assessment purposes.

CONNECTIONS:

Students can study their own communities using these same techniques: they can look for eighteenth, nineteenth and early twentieth century maps of their own towns and study population and transportation patterns. More advanced students can explore online resources such as wills, inventories and diaries or could travel to the State Library to look for and use these primary records to study their town's inhabitants. If their town has an Historic Preservation Commission, they can attend a meeting or talk to commission members to see what historic sites and archaeological projects are in their own community. These activities can be modified for use at the middle school and upper elementary school levels; with younger students, the exercises should begin with an introduction to map-reading skills.

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RESOURCES:

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New Jersey State Library, Trenton
New Jersey State Archives, Trenton
New Jersey Historical Society, Newark
Special Collections at the Rutgers University Library, New Brunswick

Historic Sites for Educational Tours

New Jersey State Museum Cornelius Low House/Middlesex County Museum 1225 River Rd., Piscataway East Jersey Olde Towne Village 1050 River Road, Piscataway New Jersey Historical Society 52 Park Place, Newark

WEB SITES:

http://www.state.nj.us/state/museum http://co.middlesex.nj.us/culturalheritage http://www.state.nj.us/nj/about/resources/ http://www.jerseyhistory.org/



Slipware Cup

Slipware was a common ceramic found at Raritan Landing. This cup was found on the Bray/Letson property.

Lesson Plan: Public Archaeology

Subject: American History, New Jersey History

Grade Level: 9-12

HISTORIC PERIOD: Colonization and Settlement (1585-1763)

American Revolution and the New Nation (1754-1820s)

Expansion and Reform (1801-1861)



Field technicians held a prism over the points being measured by the laser transit. In this photograph David Zmoda is holding the prism and Mark Clymer is operating the transit.



This well-constructed stone-lined privy was presumably built by the Letsons as part of their renovations to the property. It is the only such privy found at Raritan Landing.

GOAL:

The goals of this lesson are to explain what public archaeology is and why it is done and to show students how archaeology is an integral part of the study of American history of the seventeenth, eighteenth, nineteenth, and even twentieth centuries.

PREREQUISITES:

Students are expected to know what archaeology is: the study of culture through the material remains that people make, use, and leave behind. They are expected to be familiar with the general history of the eighteenth and nineteenth centuries in the United States.

INSTRUCTIONAL OBJECTIVES:

- 1. Students will learn why archaeology is required for some development projects and how information gained from these projects is part of our common patrimony.
- 2. Students will be introduced to the basic techniques of archaeological excavation and analysis.
- 3. Students will learn that archaeology is not just the big and spectacular finds shown in movies and other popular entertainment. They will gain an understanding of how studying artifacts helps to learn about the past.
- 4. Students will learn why uncontrolled excavations (i.e. "pot hunting") result in the irreparable loss of information.





It is not unusual to find trash, including food remains, thrown outside the kitchen door of houses occupied in the eighteenth century. Conspicuous here was the slip-decorated ceramic plate, a popular ceramic type at Raritan Landing.

INSTRUCTIONAL PROCEDURES:

- 1. Discuss and define the following terms with students: artifact, feature, test unit, site grid, privy, cistern, stratum, stratigraphy (see attached glossary).
- 2. View two websites concerning archaeology (one of which should be "A" below) with the class or have each student view two or three websites on their own as homework. Suitable websites are:
 - A) from the Archaeological Institute of America (should be viewed by all) http://www.archaeological.org/pdfs/education/Arch101.2.pdf
 - B) from the Metropolitan Transportation Authority of New York City about the South Ferry site at Battery Park in Manhattan http://apps.mtacc.info/SFArch/index.html
 - C) from the Jamestown project about excavations at one of the earliest settlements in the United States http://www.preservationvirginia.org/rediscovery/page.php?page_id=1
 - D) from the Government Services Agency about excavations at the Five Points in New York City http://r2.gsa.gov/fivept/fphome.htm
 - E) from a private archaeological consulting firm about excavations at an American Indian site in Vermont http://www.hartgen.com/userfiles/Jamison%20JVA%20v6%202005.pdf
 - F) from another private archaeological consulting firm, about excavations at a West Virginia farmstead http://www.reedfarmstead.com/
 - G) excavations of the Indian Queen Tavern in New Brunswick http://co.middlesex.nj.us/culturalheritage/tavern-dig.asp
 - H) a short description of archaeology at Ft. Drum in Watertown, N.Y., and of archaeological site sensitivity training for soldiers http://www.denix.osd.mil/awards/upload/CRM_Inst_Fort-Drum.pdf
- 3. Lead a discussion about how the information in the websites has changed students' ideas about what archaeology is and what archaeologists do. Include the following points: archaeology is not just for ancient sites in exotic locations; how do archaeologists excavate; what sorts of artifacts and features were found in each case and what did they tell the archaeologists about people and places in the past?

- 4. Explore the topic of how archaeological excavations add to our understanding of history. For example, how did the excavated artifacts at the Five Points site show that the image of the area in the nineteenth century as a place of pervasive violence and poverty was not accurate? Or, what sorts of features remained under the ground at the South Ferry Terminal site, one of the most developed areas in the world?
- 5. In class, read Addendum Section II of this *Classroom Activities Guide*, Public Archaeology. Lead a discussion about when archaeology is required and what makes a site eligible for inclusion in the National Register of Historic Places. Pick a building within your town and discuss if it is eligible for the Register. This question could be expanded into a short or long essay.



Liniment Bottle

Liniments were advertised to cure various ills and ailments.

This bottle was manufactured in New Brunswick.

MATERIALS:

- 1. Raritan Landing website: http://www.co.middlesex.nj.us/culturalheritage
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- 3. National Register nomination form. Digitized copies are online and available from

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National Register of Historic Places National Park Service
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Washington, DC 20240
Direct or overnight mail should go to:
1201 Eye St., NW
8th Floor (MS 2280)
Washington, DC 20005

4. Glossary of archaeological terms

ASSESSMENT / EVALUATION:

Assessment is based on student participation during in-class discussions, completion of assigned readings, and short essays and/or oral presentations. Some information may be incorporated into quizzes or tests for assessment purposes. Students could be assigned to monitor the news for a period of time to keep a record of current archaeological projects. They will use the cards to evaluate the information presented, based on facts given and the method of explaining the project to the public.

CONNECTIONS:

These exercises provide students with the opportunity to learn about archaeology. Because archaeology is a broad, well-rounded subject that includes elements of history, science and even language arts, the plan can fit into the curriculum and may be modified to work in the lower grades. For archaeology-themed websites designed for middle school and upper elementary levels, see http://www.digonsite.com/ and http://library.thinkquest.org/J001645/main.shtml



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Cornelius C. Vermeule's Raritan Landing That Was, available at some local libraries.

Podcast, free, iTunes "Archaeology Channel - Audio News from Archaeologica," created and updated weekly by the Archaeological Legacy Institute.

In Small Things Forgotten: An Archaeology of Early American Life by James Deetz, available at many bookstores and in a Kindle edition.

Unearthing Gotham: The Archaeology of New York City by Anne Marie Cantwell and Diana diZerega Wall, available at many bookstores.

Unlocking the Past: Celebrating Historical Archaeology in North America. Edited by Lu Ann De Cunzo and John H. Jameson Jr., available at some bookstores and online.

CONTACTS:

Libraries

Local history room at the Newark Public Library Local history rooms or collections at county libraries New Jersey State Library, Trenton

Historic Sites for Educational Tours

New Jersey State Museum
Cornelius Low House/Middlesex County Museum
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East Jersey Olde Towne Village
1050 River Rd., Piscataway

WEB SITES:

http://www.state.nj.us/state/museum http://co.middlesex.nj.us/culturalheritage http://www.state.nj.us/nj/about/resources/ http://www.asnj.org/ http://nysaa-web.org/



Thimble

Thimbles protected the end of a person's finger that pushed on the needle during sewing. This thimble was found on the Bray/Letson property at Raritan Landing.

Lesson Plan: Transportation and Trade

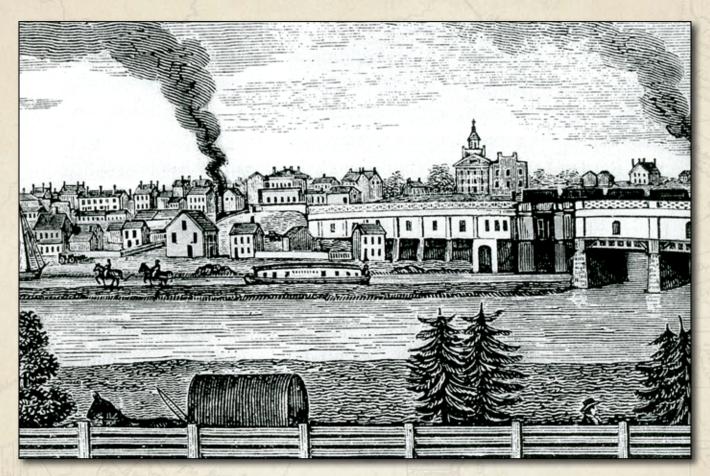
Subject: American History, New Jersey History

Grade Level: 9-12

HISTORIC PERIOD: Colonization and Settlement (1585-1763)

American Revolution and the New Nation (1754-1820s)

Expansion and Reform (1801-1861)



"N.E. View of New Brunswick, N.J." published in the Historical Collections of the State of New Jersey by John Barber and Henry Howe, 1844.

GOAL:

The purpose of this lesson is to give students an understanding of the interactions between landforms, transportation, commerce and settlement. As stated in the New Jersey Core Curriculum Content for Social Studies, landforms, climate and availability of resources have affected where and how people live and work in the State. The history of Raritan Landing is a good example of this process. Students will develop the ability to see changes in settlement patterns as a continuing process affected by multiple factors.

PREREQUISITES:

Students are expected to possess general knowledge of the eighteenth- and nineteenth-century history of New Jersey as well as of the development of transportation systems in the United States. They will need to be able to read maps.

INSTRUCTIONAL OBJECTIVES:

- 1. Students will examine how geography and transportation technology affect the establishment and abandonment of settlements.
- 2. Students will strengthen their map reading skills, in particular for historical maps.
- 3. Students should be able to apply the lessons learned here to other locations, especially their own towns.
- 4. Students should make an effort to apply the lessons learned here to the migration patterns of their own families—why did their families first come to the New Jersey and why did they move around within the state? How do each family's personal reasons for relocating fit into larger settlement trends?

INSTRUCTIONAL PROCEDURES:

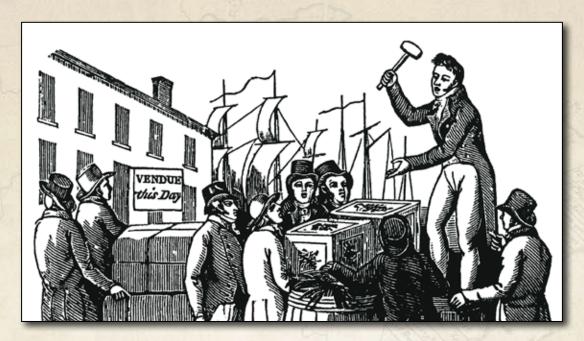
- 1. Students should read and discuss the information contained in the website about Raritan Landing at http://www.raritanlanding.com/, paying particular attention to the sections entitled "The Historic Community" and "Voices from Raritan Landing" as well as the timeline. Be sure to explore topics such as: why was the Landing established in that particular location? What were its personal and commercial connections to New York City and to New Brunswick? Why did it go into decline after about 1830?
- 2. Discuss the kinds of goods that passed through Raritan Landing and the interconnections between farmers in the hinterland of East Jersey, the traders in Raritan Landing, and merchants in New York City.



Baker, engraving, Book of Trades or Library of the Useful Arts, circa 1807

- 3. Discuss the importance of canals to the development of New Jersey. Have students research the reasons for the establishment of the Delaware and Raritan (D & R) Canal and the Morris Canal. A good source is the website of the Canal Society of New Jersey. For a more intensive research project, students could pick a locality along either canal and look at the census records for 1820, 1830 and 1840 to compare population figures, occupations, and ethnicity of the inhabitants. How much of this growth and change can be attributed to the canals?
- 4. Discuss how the students' own communities have been impacted by more recent changes in transportation from railroads and trolleys to automobiles and truck transport of goods.

5. Break students into groups of about three students each. Have each group research a particular section of their town (or of their county if their town is small) and have them compare historic maps, photographs, paintings, newspaper clippings, and any other resource they may find to more recent materials regarding that area. Prompt students to pay close attention to the physical environment, specifically what has changed and what has stayed more or less the same in the years 1850, 1900, 1950 and 2000. Have them discuss the transportation-related reasons for these changes.



MATERIALS:

- 1. Raritan Landing website: http://www.co.middlesex.nj.us/culturalheritage
- 2. Canal Society of New Jersey web site http://www.canalsocietynj.org/
- 3. 1850 map of Middlesex County showing railroads and the D & R Canal: http://mapmaker.rutgers.edu/MIDDLESEX_COUNTY/Middlesex_1850_Wallmap/
- 4. National Register nomination form. Digitized copies are online and available from

http://www.nps.gov/nr/publications/forms.htm
National Register of Historic Places National Park Service
1839 C St., NW (MS 2280)
Washington, DC 20240
Direct or overnight mail should go to:
1201 Eye St., NW
8th Floor (MS 2280)
Washington, DC 20005

ASSESSMENT / EVALUATION:

Assessment is based on student participation during in-class discussions, completion of assigned readings, short essays and/or oral presentations. Some information may be incorporated into guizzes or tests for assessment purposes.

CONNECTIONS:

These exercises provide students with an opportunity to learn how the land and human activities are interrelated. Students will also gain an in-depth understanding of the historical circumstances of one particular East Jersey settlement. This understanding can be applied to their own home areas throughout New Jersey. These activities can be modified for use at the middle school and upper elementary school levels: with younger students, the exercises should begin with an introduction to map-reading skills.

This lesson plan is designed to address and fulfill specific standards and goals laid out in the *New Jersey Core Curriculum Content Standards for Social Studies*, as recorded at http://www.state.nj.us/education/aps/cccs/ss/

The specific standards addressed are:

Standard 6.1 U.S. History: America in the World

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage.

Standard 6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures.

Within each Standard, this lesson plan pertains to two Strands:

Strand B. Geography, People and the Environment Strand D. History, Culture and Perspectives

RESOURCES:

Rediscovering Raritan Landing—An Adventure in New Jersey Archaeology by Rebecca Yamin, funded by the New Jersey Department of Transportation (NJDOT). For copies of the book email culturalandheritage@co.middlesex.nj.us or contact

Middlesex County Cultural & Heritage Commission 703 Jersey Avenue New Brunswick, NJ 08901 732.745.4489 (Voice) 732.745.3888 (TTY Only)

Voices from Raritan Landing — a hard copy is available from the Middlesex County Cultural and Heritage Commission, 703 Jersey Avenue, New Brunswick, NJ 08901 or download from our website http://co.middlesex.nj.us/culturalheritage/information.asp

Cornelius C. Vermeule's Raritan Landing That Was, available at some local libraries.

CONTACTS:

Libraries

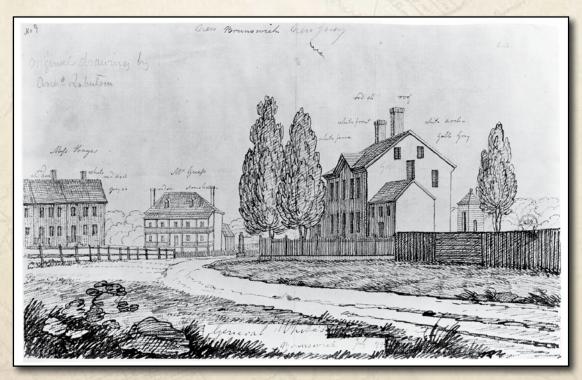
Local history room at the Newark Public Library
Local history rooms or collections at county libraries
New Jersey State Library, Trenton
New Jersey State Archives, Trenton
New Jersey Historical Society, Newark
Special Collections at the Rutgers University Library, New Brunswick

Historic Sites for Educational Tours

New Jersey State Museum
Cornelius Low House/Middlesex County Museum
1225 River Rd., Piscataway
East Jersey Olde Towne Village
1050 River Rd., Piscataway
New Jersey Historical Society
52 Park Place, Newark

WEB SITES:

http://www.state.nj.us/state/museum http://co.middlesex.nj.us/culturalheritage http://www.state.nj.us/nj/about/resources/ http://www.jerseyhistory.org/



General White's New Brunswick, ink and pencil drawing, Archibald Robertson, circa 1794, Monmouth County Historical Association

Glossary

archaeology The study of past human culture through the systematic recovery

and analysis of the artifacts/material evidence left behind.

archival research Research conducted in places where public or historical

records, charters, and documents are stored and preserved.

artifact Any object shaped, modified, and/or produced by man, or as a

result of human activity.

assemblage Collection of persons or things: in this context, a collection of

artifacts from a particular site, from a stratigraphic level or cultural component within the site, or of a particular artifact class,

such as lithics or ceramics.

bioturbation Disturbance to soils from root action.

cistern A hole dug in the ground and lined with stone or brick covered

with plaster to make it water tight. Gutter pipes run into it to

collect water.

culture A uniquely human system of behavioral patterns, beliefs, habits,

and customs acquired by man through a nonbiological, uninherited

process, learned by his society.

datum A point, line, or surface used as a reference, as in surveying.

diagnostic An artifact that can clearly be dated and/or identified as to maker,

date, place or origin, etc.

feature Any soil disturbance or discoloration that reflects human activity,

or an artifact that is too large to be removed from a site and is

only recorded – for example, a house, storage pits, etc.

historical

archaeology

The archaeology of the period from initial European settlement

of North America to today.

in situ In the original place.

locus A defined archaeological site or testing location.

material culture The segment of the physical environment which is purposely

shaped by humans.

midden A refuse heap usually containing household and domestic debris.

mitigation In archaeology, refers to minimizing the destruction or disturbance

of an archaeological site by construction projects, erosion, farming practices, etc., through excavation of the site and systematic recovery of the artifacts or other material

representative of past life.

Phase I Determination of the absence or presence of a site.

Phase II Further investigation of a site to define its limits, integrity, and

eligibility for inclusion in the National Register of Historic Places.

Phase III Data recovery phase of archaeological investigation. Usually

involves intensive archaeological and historical investigations to recover as much data as possible and mitigate the effects of

proposed construction.

privy An earth closet or outdoor toilet. Most often, it is a dug out shaft

feature lined with stone or brick.

profile A side view of a feature or test unit.

research design A strategy developed at the beginning of a project to guide

the research.

sediment Soil deposited by wind, water, or glaciers.

sheet refuse Artifacts that are haphazardly discarded in yards, fields, or other

open areas. These artifacts are usually broken into small pieces

from trampling and exposure to weathering.

sherd A piece of broken pottery or glass.

site grid The two-dimensional intersection network defining the squares

(test units) in which archaeologists excavate.

stratigraphy The origin, composition, and succession of natural soil, rock, or

cultural (i.e. man-made) layers.

stratum

(1) a mass of sedimentary deposits laying in a vertical sequence, and (2) a layer in which archaeological material (such as artifacts or dwelling remains) is found within a site. (Plural is "strata.")

terminus post quem (TPQ)

The "date after which" an archaeological stratum or feature's fill was deposited, based on the date of the most recently made artifact found in the stratum or fill.

test unit

A precisely measured and situated area of excavation. Units are most often square (5 feet by 5 feet for example) but can be rectangular.



Keyhole Escutcheon

Keyhole escutcheon plates are the metal covers that protect a keyhole. Some escutcheon plates can have elaborate decorative patterns, like the grape decoration on this plate.

Addendum Section I

The Revolutionary War at Raritan Landing

First-Person Accounts of British Military Activities affecting Raritan Landing January 1776 to June 1777

André, John (British)

1930 Major John André's Journal: Operations of the British Army under Lt. General Sir William Howe and Sir Henry Clinton, June 1777 to November 1778. William Abbatt, Tarrytown, NY.

p29 June 20 [1777]. General Grey being Major General of the day, the affair of the plundering a house at the landing came under his notice; he confined a Corporal and three soldiers of the 5th Regiment [see NOTE #1 regarding light infantry battalion composition].

June 21 [1777]. General Howe referred the affair of the soldiers of the 5th Regiment, confined for plundering a house, to a regimental court martial. It is worth notice that a Hessian officer who exclaimed against this depredation confessed the Hessians had been concerned, yet confined none [of the soldiers of the 5th Regiment], but complained of the British to General De Heister. A Hessian subaltern's Guard was next door to the house plundered.

Ewald, Johann (Hessian)

1979 Diary of the American War: A Hessian Journal. Captain Johann Ewald, Field Jäger Corps. Joseph B. Tustin, editor and translator. Yale University Press, New Haven CT.

p51. Since this place [New Brunswick] lies in a valley surrounded by hills, several redoubts and flèches were erected to cover the approaches from South Amboy, Princetown, and Millstone. The two light infantry battalions under Lieutenant Colonel Abercromby, cantoned in the houses above Brunswick at the Raritan bridge and occupied the approaches from Hillsborough and Bound Brook.... The 42d Scottish Regiment had occupied Piscataway, adjoining the English Brigade under General Leslie, which cantoned on the plantations up to Raritan Landing. The English Guards Brigade cantoned at the landing, and Chevalier Osborn with three hundred grenadiers occupied the outlying houses where the road runs to Quibbletown and Bound Brook. Captain Wreden and the Donop Jäger Company, and the twelve mounted jägers under Captain Lorey, were stationed at a plantation on the road to Bound Brook in front of the English grenadiers.

I received my post at a house beyond New Brunswick on the road to Princetown. This house lay isolated on a hill and was constructed of brick, three stories high. I had a part of the apple and peach orchard near the house toward Princetown cut down, and placed as many trees as were necessary at the three entrances to barricade them.

On the same day (January 5th, 1777) I received orders to march to the landing and select a post in the vicinity of the Donop Jäger Company, where I found a suitable one at White's Plantation. Since the two plantations occupied by both jäger companies had very small and wretched buildings, the jägers had to build huts.

After a very exhausting campaign, these quarters, where the soldier could not even get straw for his bedding, were to serve for refreshing the troops. For this whole region had been completely sacked during the army's march in the past autumn, and had been abandoned by all the inhabitants. The entire army had been stripped bare of shoes and stockings by constant marching during the bad weather. Uniforms were torn and the officers, especially those of the jäger companies, had almost nothing on their bodies. The winter now began to set in severely, for snow had fallen for several days over a halfman deep.

p55. [From mid-February until the end of March] nothing important happened due to the constant high snow [except for daily skirmishing, patrols, alarms, and outpost duty]. But the men lacked nothing, for the most excellent provisions of salted beef and pork, peas, butter, rice, and flour for bread, along with the best English beer, were continually supplied during this time. Indeed, the concern of the English nation for its soldiers went so far that twenty greatcoats of the finest English material were furnished free to each company, which were distributed to the sentries and the sick.

p65. At daybreak on June 19 [1777] the English Army marched back [from the area between Millstone and Middlebush] to the heights of New Brunswick.... On this march all of the plantations of the disloyal inhabitants, numbering perhaps some fifty persons, were sacrificed to fire and devastation.

The army arrived at its encampment in the afternoon [June 19], and the enemy watched our march with light cavalry in the distance. At this camp, all the jägers were assigned their posts at the same place where they had been stationed during the entire winter.

Johnston, George (American)

1777a Letter to Colonel Leven Powell, Loudoun, from G. Johnston (aide de camp to George Washington, and Lt. Colonel of the 5th Virginia), Head Quarters, Morristown, February 3, 1777. In "The Old Virginia Line in the Middle States During the American Revolution," Lyon G. Tyler, editor, *Tyler's Quarterly Historical and Genealogical Magazine* 12.

pp110-111. "Every day diminishes the Enemy by killed, wounded, deserted or captivated, we escape miraculously, we have perpetual Skirmishes in which they are forever worsted, none of them of consequence except Col. Scott's on the 1st inst. [February 1st, 1777]."

"They are distressed beyond description for Provisions and Forage. All the prisoners and Deserters agree, that they are reduced to 3/4 allowance of bad salt meat and musty Biscuit, no fresh Meat or Flour. Their Artillery and Waggon Horses die upon the road in great numbers. Such as survive, Hunger has pinched so damnedly that they can scarcely draw an empty waggon. Our chief Business has been to move all the Forage and running Mill stones out of their reach. In this we have succeeded without losing a man."

Peebles, John (British)

1998 John Peebles' American War: The Diary of a Scottish Grenadier, 1776-1782. Ira D. Gruber, editor. Stackpole Books, Mechanicsburg, PA.

p106. [Received orders for 3rd Grenadier Battalion to march from Amboy to Brunswick] Wed, March 26 [1777]. We marched between 8 & 9 o'clock with 6 wagons carrying our bedding through Bonamtown about 11 and through Piscataway about an hour after. They have been all quiet in their quarters for these 3 weeks past. We went round by the Bridge & arrived at Brunswick about 2 o'clock when the 3d. Battalion of Grenadrs. was divided between the 1st. & 2d.... The men Quarter'd in Store Houses & have got some bedding. The Officers in Empty Dwelling Houses. This Place quite full of troops[.] The duty easy & the Post quiet. Lord Cornwallis & Genl. [James] grant commands.

p108-09. Saturday, April 12 [1777]. Took a walk up the River the length of the jäger Posts about 3 miles from here, they have been in huts all winter & seem to be very alert.-- In the Eveng. an order came to Parade the 1st. Battalion Grenadiers at 9 o'clock, they marched out by the Hessian Piquet proceeded by the 1st. Light Infantry [Battalion] to the N. Westward, the Jägers & the Brigade t'other side of the river marched some time after up the river toward Bound Brook.

p109. Wed, April 16 [1777] warm & pleasant, was up at the Jäger Post, saw a parcel of Rebels t'other side of the water, they call'd turn out, turn out[.] The Covering Party for the Wood Cutters saw two parties of them on the Princetown Road, they have always some Scouting Parties out on all the Roads to our Posts.

- p111. Friday May 2 [1777] Pleasant cool weather. Our Company & the 27th [Grenadier Company] went out on a covering Party with some wagons about 2 miles on the Cranberry Road. Saw nobody. Burn't two houses and return'd by noon.
- p112. Monday May 12 [1777] Our Engineers have begun a Bridge across the River here, from the opposite side to the ferry slip, constructed of Piers made of Logs notched into one another, each pier about 12 foot by 8, & about 12 or 14 asunder, to be join'd by beams or sleepers, & cover'd with plank.
- p115. Thursday June 12 [1777] a Good many Regiments come up & Encamp'd t'other side of the River. Some works made for the Defense of this Place on both sides of ye River.
- p117. June 21st.[1777] The works at Brunswick demolish'd & some Regiments march'd to Amboy with Genl. Vaughan.

p117. June 22 [1777] The whole army quitted Brunswick in the morning & cross'd over by Moncrief's Bridge. The Grenadiers & Light Infantry halted for a little on the heights on Eastside ye River when a body of about 1000 of the Rebels appeared on the upper ground near the Landing with 3 pieces of Cannon which they play'd for some time at a mile distance & did no harm....

Sullivan, Thomas (British)

1997 From Redcoat to Rebel: The Thomas Sullivan Journal. Joseph Lee Boyle, editor. Heritage Books, Inc., Bowie, MD.

p.101. January 4th [1777]. The whole Army and Baggage arrived early in the morning to Brunswick, and the Landing, where we lay during the Winter; they were divided into two bodies on both sides of the Rariton River, convenient enough, in case the enemy would make an attack at either side.

p.114. May 15th. The whole Army at Brunswick and the Suburbs of it Encamped on both sides of the River.

A Description of Brunswick. Brunswick is a compact and well (altho' small) built Town, on the Banks of the Rariton River; there are two Churches or Meeting-houses in it: In one of which is a high-Spire, and seen of a Good distance, considering the lowness of the ground where the Town is Built. Above the Town is built a good Barrack, sufficient to hold a Regiment of Foot. It lies in a Plentiful and rich County in the Jerseys, and is well supplied with fire Wood. Scooners and Sloops of good burden comes to the town from New-York or Amboy at High Water. At a small Village or town, called The Landing, a mile and a half above Brunswick, is a Bridge on the River, the Pillars of which are Brick, overlaid with Planks and Boards. In that Village the Guards, 5th. and 35th Battalions were quartered during the Winter. The Enemy made no Works or Batteries about this Town, so that it is quite defenceless; but our Army made some Redoubts about it which we did to shelter the Guards and Picquets from the Fierceness of the Weather, as also to defend the Cantoonments from any attack of the Enemy. When we came there, the Inhabitants were mostly fled from it, being persuaded by the Rebels, that if they remained there our Army would destroy them.

p.115 For the Conveniency of the Army on both sides of the Rariton River, there was a wooden Bridge built across the Ferry at Brunswick; it being three miles round to go to the upper Bridge at The Landing.

p.118 June 22d. The Troops struck their Camp at and near Brunswick, and formed a Line of march towards Amboy, the Grand Army marching in front. Upon the Army's quitting their Camp, and the Troops at Piscataway side, were marching from their Ground, the Enemy advanced with a few Troops forward and three Pieces of Cannon, with which they attacked the Picquet of the Hessians above the Landing; the Hessians being soon reinforced by their body gave them a warm Reception with Cannon and small Arms; but the Enemy sat up an Indian Cry and retreated.

The 5th, 37th, 26th, and 49th Battalions formed by the wood in the front of their encampment, and on the right side of the Hessians, expecting the Enemy to advance with more force; while the aforesaid Hessians formed the Line of March. The Enemy did not then advance and the four Battalions followed the Hessians, leaving six Companies of Light Infantry to cover their Rear; and the Chausseurs, Rangers, and a Battalion of Guards, and six Companies of British Grenadiers covered the retreat, at Brunswick side.

The Army at Piscataway side halted near ye. Ferry, waiting for the Troops to march from Brunswick and Pass the New-Bridge, which being perceived by the Enemy, advanced three Brigades and some Field Pieces with a few Light Horse to annoy the rear of our Army at the Landing; they took up the Ground we left and began to Cannonade us, without doing the least execution or any return from us. This being observed by Lord Cornwallis, ordered the Army to marh on; the Enemy pushed some Battalions into the woods to harass the rear.

von Feilitzsch, Heinrich Carl Philipp (Hessian)

1997 Diary (1777-1780), in *Diaries of Two Anspach Jaegers*, Bruce E. Burgoyne, translator. CD-ROM. Heritage Books, Inc., Bowie, MD.

p9. [June] The 13th - I arrived [at Brunswick] at daybreak, but as the company was already several miles ahead at the landing, I moved out at once and joined it at eight o'clock.

[June] The 19th. The entire army marched back to Brunswick. We halted not far from the landing.

p9-10. [June] The 22nd. We moved out. I was in a flanking patrol which the enemy attacked with a heavy fire, but which failed to wound any of our men. The enemy, on the other hand, had to pull back with a number of dead and wounded, and we arrived fortunately not far from Amboy.

[June] The 28th. We arrived at our former place at Amboy. (Here I must add that America is a beautiful and fruitful land, although war is ruining everything. No inhabitant is home; all the houses have been burned. In effect it now appears as if sustaining life will require an unimaginable effort. God must do His best here. I can not adequately describe how my only wishes are to be in Germany.)

von Muenchausen, Friedrich Ernst (Hessian)

Kipping, Ernst (translator), and Samuel Smith (annotations)

1974 At General Howe's Side, 1776-1778. The Diary of General William Howe's Aide de Camp, Captain Friedrich von Muenchausen. Philip Freneau Press, Monmouth Beach, NJ.

p9. February 1 until February 14, 1777.

The rebels devastate everything. Because of a lack of provisions, the rebels will probably suffer from famine and we from sickness. Salt and ship provisions will keep us from dying of starvation.

p12. May 4, 1777. Orders were given to have tents and all field requisites ready for an expedition. Rumors differ. Most of them have it that we will leave Jersey, which is completely laid waste, board ships, and go as far up the Delaware River as possible towards Philadelphia.

p18. June 18, 1777. The road behind us [from Middlebush] in the direction of Brunswick is completely unsafe.

June 19, 1777. At about four o'clock in the morning we marched in one column back to Brunswick. Since we marched off to the right by half companies, the corps of von Heister was in the lead because it was closest to Brunswick, as I have indicated before. The corps of Lord Cornwallis followed about 300 paces behind. Upon arrival at Brunswick, we went into our old encampments.

June 20, 1777. The regiments that received orders yesterday, left for Amboy early this morning. Some drunken English soldiers burned several houses. All our supplies are being taken from here to New York.

June 22, 1777. A little before four o'clock in the morning the corps of General Heister, stationed on the other side of the Raritan River on the Road to Amboy, began to march toward Amboy. The rear guard was formed by the Anspach and Hessian jaegers who were attacked by about 300 rebels. We had one officer and four rank and file wounded. The corps of Cornwallis could not keep up, since being on the opposite side of the Raritan River, they first had to cross the river on a narrow bridge. At the end of the bridge was a small height, where General Howe stopped with us and observed the passing troops, who looked quite sullen because of the march back. The Hessian grenadiers and the Combined Hessian regiment formed the vanguard of the column. They had just passed us when the rebels, whose dragoon parties we had seen for the past two hours on a bare hill opposite us, were observed mounting three heavy cannon on the hill. Soon they started to fire bow-shots at us from very far away. The distance was too great for their cannonade to be effective. The few balls that fell among us did no harm.

Zinn, Johann George (Hessian)

1998 Journal of the Hesse-Cassel Von Donop Regiment, Maintained by Regimental Quartermaster Johann George Zinn. In *The Diary of Lieutenant von Bardeleben, and other von Donop Regimental Documents,* Bruce E. Burgoyne, translator, pp. 161-186. Heritage Books, Inc., Bowie, MD.

p.173 12 June [1777]. when at daybreak the entire army moved out and marched to Brunswick, where we arrived at about twelve o'clock noon, and entered camp in a small city called Landingen, [Raritan Landing] on the other side of the Raritan River. The English headquarters of General [William] Howe was at Brunswick.

p.174 13 June - At about nine o'clock in the evening we received march orders, and the tents were immediately taken down, the wagons packed, and the army stood under arms until

14 June - At two o'clock in the morning we crossed the bridge over the Raritan outside Brunswick, and on the same day marched onward to Middlebush. All the tents and baggage remained in Brunswick, where houses were assigned for our use. We remained near Middlebush, always in bivouac, until

19 June - when, at daybreak, we marched back to Landingen, crossed the bridge, and entered the camp on the other side of the Raritan River. We moved out of this camp on 22 June - at daybreak, and marched back to Amboy. During our march the enemy attacked our rearguard with great success.

These first-person accounts were compiled by Wade Catts of John Milner Associates, 2000 and 2001 as part of the Raritan Landing excavations.



Stoneware Teacup

The blue detail on this stoneware teacup is known as Scratch Blue. Cobalt is added into incisions in the stoneware before glazing is applied to create the blue lines.

Damage Claims

These accounts were transcribed from the New Jersey War Damage Claims on file at the David Library of the American Revolution, Washington's Crossing, PA.

- 1. Amounts are in pounds, shillings, and pence, the old British monetary system. There were 12 pence in a shilling and 20 shillings in a pound. £ on the records stands for pounds.
- 2. Amounts listed as 40/, 8/, etc. are in shillings. S on the records stands for shillings and D stands for pence.
- 3. The notation "Do" stands for ditto and repeats information from the line above.
- **4.** Different recorders used slightly varying abbreviations but some are more or less standard:
 - a) "cre cl'd" or similar abbreviations stand for "cream colored" or creamware ceramic vessels. Also called Queensware, they were the most common tablewares at this time.
 - b) the "shades" in Bray's claim were probably parasols
- 5. Abraham van Rants might not have made a claim for household goods because his family was not yet living at the Landing. The window glass and some other items taken might have been for house renovations.
- 6. The British probably took women's clothing from Jane Blair for the use of the women who accompanied the troops.
- 7. Jane Blair and John Bray were both merchants, although Bray had a much larger establishment, so they lost both personal and commercial goods.
- **8.** John Bray was an active patriot and served as assistant commissary in the army. This might be why so many of his goods were taken.
- **9.** The following pages are transcribed documents. Items in brackets are notes provided by the transcriber. [?] often denotes illegible writing on the original document.

Abraham Van Rants

War Damage Claims made by Abraham Van Rants "of Piscataway" p. 114, 1776 1 Decr to June 1777

	£	S	D
TO 1068 Sharpened Rails	17	2	
267 Posts of 4 holes each	7	12	9
696 Rails of a worm fence	4	14	
1 two story storehouse of 20 feet by 30 taken away	15		
a bake house joining the above with a large baker's oven of			
14 feet by 30	10		
30 large apple trees	7	10	
100 panes of 7 by 9 glass	4	1	
damage done my dwelling house	10		
[total]	75	19	9

Abraham Van Rants being sworn saith that the above Inventory is Just and true and that he hath not received any Satisfaction for any of the articles herein contained. And that he hath good reason to believe the whole of the above articles was taken and destroyed by the Enemy.

Abrahm Van Rants

Sworn ye 30 of Sept. 1782

before Benjamin Manning Esq[?]

William Horn being sworn saith he and William Dunn has viewed the damage

done to the dwelling House of Abr. Van Rants by the Enemy and they do adjudge the same at £10.

Sworn Do by DO. Wm Horn

John Bray

War Damage Claims made by John Bray of Raritan Landing p. 131-132, In Dec 1776 to the 20th of June 1777

	£	S	D
1 Purse with upwards of £200 in Gold	200		
100 Spanish mill'd dollars	37	10	
£ 150 of Jersey, New York, Pennsylvania & Continental Paper Money	150		
2 Pipes and 2 Qu Casks Cont. 150 Gall. Lisbon, Malaga, Port, and C. Sherry Wines	60		
30 Bottles of Wine	3	15	
1 Cask with 60 Galls of Porter @ 2/6	7	10	
40 Gall of W. India Rum	9		
2 waggons about 1/2 worn	18		
1 Horse 14 1/2 Hands High 5 years old	15		
1 do 14 do do 8 do	12		
1 Pleasure Sleigh not 1/2 worn	3		
45 Hides @ 15/ £ 33 -15 1 eight Day Clock	48	15	
1 Large and 3 Small Looking Glasses	10		
Several Silk, Calico, & Stuff long Gowns worth 15 L	15		
1 green Persian quilt new	3	10	
1 Blue Do Do not 1/2 worn	2		
1 pr new Silk Stockings & 2 do Gloves	1		
1 Black Sattin Cloak about new	3	10	
1 Black Velvet Do half worn	1	10	
1 Spotted White & Black Silk Shade new	2		
1 Do Blue & White Do do almost new	1	10	
1 Blue Camblet Long Cloak	1	10	
1 Scarlet Long Do not 1/2 worn	3	10	
20 Sheets and Blankets	10		
2 Large White Cotton Spreads	8		
1 do Linen Do with Blue & White Curtain	2		
1 Red & White Curtain Furniture bedspread new	1	10	
1 Set Red & White Calico Curtains almost new	4	10	
1 Set Do Do Curtain Furniture Do new	4		
1 Old Cloth Umbrella 20/ 2 blk fustian aprons 25/	2	5	
1 New Brocade Sack	10		
1 Callico Morning Gown new	2	10	
3 Silver Table Spoons	3		
3 do Tea Spoons 15/ 1 do Scissors Strings [?] 12/	1	7	
1 Whistle Do 25/ 1 Doz New Felt Hats 90/	5	15	
1 Beaver Hat about 1/2 worn 25/	1	5	
2 pr Boots about half worn	1	10	
20 pr Men's Shoes	7	10	

	£	S	D
1 Large Shop Canister Bohea Tea abt 50 lbs & 1 Bag 25 lbs Do	18	15	
1 Barl Coffee abt 200 lbs [?]	10		
2 do Cont abt. 2-0-0 Sugar @30/	3		
1 [Parcel ?] of India Taffity	5	10	
1 of Striped Silk & Cotton	4		
4 lb Mohair@ 20/	4		
1 neat [?] Lot Knives & Forks new		15	
1 Large Bridle with Cart	2	10	
The Whole of Volumes of the Spectator	3		
on the New Testament	2		
18 Shirts & Shifts part worn	9		
10 1/2 yds fine Holland	8	10	
2 Broad Cloth Coats, 1 of them new	8		
1 Serge Denim Do & Wilton Do abt 1/2 worn	2	10	
1 Brown Velvet Jacket 25/ 1 fine Serge new do 25/	2	10	
1 Red Princes feather Do 1/2 worn	1		
1 Silk Striped Barded [?] Do almst new	1	5	
1 Spotted Swan Skin Do do		15	
2 Striped Homespun & 3 Drilling [?] Do part worn	2		
3 Pr of Drilling Breeches part worn @7/6	1	2	6
1 pr of new Leather Breeches	1	10	
1 pr of Leather do about half worn		15	
1 pr of Plush Do Do		10	
8 lb of Pins @ 5/ 40/ 2 saddles & 2 Bridles abt 1/2 worn	6		
1 Serge Surtout [?] Coat about half worn	1	5	
1 Small Trunk Containing a Quantity of Ribbins worth L 10 at a moderate computation	10		
15 Silver Jacket Buttons	1		
1 New Warming Pan		15	
1 Small Brass Kettle & Frying Pan	1		
1 pr Scales & Weights for Gold	6		
3 Tea Kettles 2 Cont. 1 Gall Each & 1 almost [?]	2	5	
1 Brass Coffee Pot	1		
1 new Silver Mounted Sword & Belt Cost 9-2-6	7	10	
2 Guns @ 15	1	10	
A parcel of Elegant China worth 100/	4		
[total see sheet 2 for a different total mistake?]	796	0	6
Sworn 1 October 1782 before Benj. Manning			

John Auten being sworn saith that he was present and knowing to the Enemies plundering John Bray of his House Furniture and Shop Goods.

Note: John Bray was an active patriot and served as assistant commissary in the army. This is possibly why so many of his goods were taken or damaged.

Jane Blair

War Damage Claims made by Jane Blair of Raritan Landing

p. 133, In the year 1776-1777

	£	S	D
To I Large Looking Glass cost. £8 -1-	7	10	
1 Iron pot 8/ 1 brass Kettle	1	7	
2 fat Shoats 40/ 1 Cow £6	8		
1 Horse 60/ 1 Negro Man £100	103		
1 Garden fence 40/ 2 pewter plates 8/	2	8	
15 Cord Wood £10 -10	10	10	
2 pr pillow cases 12/ 1 sheet 10/	1	2	
2 pr Stockings 12/ 3 pr mittens 6/		18	
1/2 hundr Sugar 28/ a shift 12/	2		
10 pewter plates 12/ 1 quilt 30/	2	2	
1 lincey [linsey] petticoat		14	
34 pine boards	1	14	
1 large scow to carry 70 lbs flowr	24		
2 Caster [beaver] Hats	3		
1 Jacket and Breeches of Nankeen	1	10	
1 Woodslead [sled] Iron Shod	1	5	
1/2 Doz Knives and Forks new		6	
1 large frying pan		6	
1 Grid Iron 5/ 1 under Bed 10/		15	
1 Stone Jug with 2 Gall. Metheglin		8	6
5 Chairs 12/6 2 pails 5/		17	6
1 pr of Cotton Card		5	
1 Barn abt 25 by 30 feet	20		
[total]	193	18	

Jane Blair being duly Sworn Saith that the above Inventory is Just and true. That she hath not received no satisfaction for any of the articles therein contained and that she was present and knowing to the enemy's taking and destroying the major part of the above said articles and that she hath good reason to believe the whole was taken and destroyed by the enemy.

Jean [sic] Blair Sworn this 1st of October 1782 before Benjamin Manning [Esq?]

Charles Suydam being Sworn Saith that he personally knew the Horse, Negro Man and Scow of Jane Blair as above mentioned in her Inventory and Judge the Horse was worth £3 the Negro man £100 and the scow £24.

Do Do by Do Charles Suydam

Ishmael Shippy declares upon Oath that he knew the barn of Jane Blair which was destroyed by the Enemy and values the same @ £26.

Do Do by Do Ishmael Shippy

Wissiam Letson

War Damage Claims made by William Letson of Raritan Landing p. 138, 1776 Decr to 20 June 1777

	£	S	D
To 1 new Horse Cart	6		
8 tan'd calf skins 7/	2	16	
1 Set of China Cups and Saucers		7	6
1/2 Dox Cre'. Col'd plates		8	
6 Sides of taned upper Lether	3	18	
1 Man's Saddle 1/2 worn	1	10	
1 good Bridle 5/		5	
12 pannels of new post & rail fence and 4 rails to pannels	1	4	
1 good wheelbarrow 25/ 1 pair new shoes 8/	1	13	
1 side of sole leather 15/ 6 window lights @ 9 d light		19	6
damages sustained in Buildings worth 25/	1	5	
[total]	20	2	

William Letson being duly Sworn saith that the above Inventory is Just & true to the best of his knowledge and that he has Just reason to believe that the British troops have taken the above articles for they was in the possession of the premises. And that he has received no satisfaction for anypart thereof.

Sworn 1st October 1782 before Nathaniel Harter no witnesses

William Williamson

War Damage Claims made by William Williamson of Raritan Landing p. 27, from ye 1st day of Decr 1776 to 24 of June 1777

	£	S	D
To 1 negro man aged 22	90	17	
1 do wench aged 24	75		
1 mare worth £ 24	24		
1 do do £15	15		
1 horse colt going on 2 years	10		
1 mare do	8		

War Damage Claims made by William Williamson of Raritan Landing continued

	£	S	D
2 old horses	6		
5 cattle being 4 milch cows £20 and a bull	22		
29 sheep 1 barell of beef 70/	20	18	[?]
half bar'l pork	2		
53 Bushels of Indian Corn	7	19	[?]
59 do of Buckwheat	7	7	[?]
18 do of Rie	3	3	9
28 do of Wheat	7	- Just	
9 tons of English Hay	27		
24 acres of green grain	36		
1 wind mill	4	10	
4 Hogs	4	15	
1 waggon	9		
1 set of carpenter's tools an axe and an adze	3		
1 pail of butter 16 lbs		18	
1 do of hog's lard 15 lbs		9	6
27 lbs [?] of tallow	1	2	6[?]
2 washing tubs 15/ 9 chairs 36/	2	11	
2 good pewter dishes		12	
12 do plates 24/ 1 1/2 Gall Bason 4/	1	8	
2 blankets 1 good & other half worn	1	10	[?]
1 waggon load of flax	1		
25 Apple Trees	12	10	
30 Acres of good woodland and timber destroyed	240		
1 Waggon House £20 Do £6	26		
3 Barracks	12		
1 Hog House	2		
Garden Fence	4		
10,085 Rails 500 of which was Cedar	100		
6,472 Stakes	16		
525 Posts of 3 hole	8	15	
271 do 4 hole	6	15	6
[total]	825	7	3

sworn before Benj. Manning witnesses William Tenbrock and William Letson

Addendum Section II

Public Archaeology at Raritan Landing

Since the 1960s, archaeological resources have been protected under both Section 106 of the National Historic Preservation Act and regulations established by the Protection of Historic properties (36 CFR 800). This means that projects using federal funds or requiring a federal permit must have an archaeological assessment done before construction. The assessment is to determine if the property is listed in, or eligible for listing in, the National Register of Historic Places.

For a property to be eligible for listing in the National Register, it must meet at least one of four criteria that demonstrate its historical, architectural, archaeological, engineering, or cultural significance (http://www.nps.gov/nr/regulations.htm#604):

- A) Is it associated with events, activities, or developments that have made a significant contribution to the broad patterns of our history?
- B) Is it associated with the lives of people significant in our country's past?
- **C)** Does it embody the distinctive characteristics of a type, period, or method of construction, or does it represent the work of a master, or possess high artistic value, or represent a significant and distinguishable entity whose components may lack individual distinction?
- **D)** Has it yielded or does it have the potential to yield information important in prehistory or history?

Archaeological sites are most often found to be significant under criterion D. The significance of a site is assessed through a series of excavations. During all phases of work, extensive and detailed records are kept which, along with photographs and drawings, allow archaeologists to reconstruct the site during analysis after excavation.

Phase I entails two main activities: looking at documents, maps, and other records to see if any sites or structures were located in the area, and doing limited excavations to see if any below-ground resources are present.

If resources are present, then **Phase II** excavations are often undertaken. Test units are excavated to determine the boundaries of the site, what features and artifacts are present, and if the site has integrity—i.e. has it been relatively undisturbed since the time of its occupation or use. Archaeologists write a report about their findings with recommendations as to whether or not the site is eligible for the National Register. If the site has integrity, then a determination is made, usually by the State Office of Historic Preservation (SHPO), to declare the site as eligible. The SHPO will also decide if enough excavations have been done at the site or if more information might be present and thus more excavation needed.

Sponsors of the development project then have to make a decision. They can decide to avoid the site by altering their plans but, if avoidance is not possible, **Phase III** data recovery excavations take place. Data recovery involves excavation of as much of the "area of potential effect" (APE) as possible, within time and monetary constraints, coupled with extensive documentary research.

The first Phase I and II excavations at Raritan Landing were done by Rutgers University in 1978-1979. It was listed in the New Jersey and National Registers as the Raritan Landing Archaeological District in 1979. Rutgers archaeologists then conducted full excavations within the limits of a sewer line running along River Road and exposed four building foundations and recovered thousands of artifacts from Raritan Landing's commercial and residential lots. Additional work by New Jersey Department of Transportation archaeologists (NJDOT) in 1980 extended the boundaries of the archaeological district and, in 1984, identified sites to the west.

The Landing was eligible under both criteria A and D—it contained important historic and prehistoric information and it was associated with events and activities that are important in the broad patterns of our history. These events and activities are the Revolutionary War and the development of trade and commerce in New Jersey.

The 2000-2002 excavations at Raritan Landing were done because the site could not be avoided when improvements were made to Route 18. Because Raritan Landing was already on the State and National Registers, and because both federal and state funds were financing the project, archaeology was required.

A relatively limited time was available for archaeologists to work before construction started. Under time and money constraints, public archaeology is most often done by private companies who employ full-time archaeologists rather than by universities using professors and students. Some of the private companies are part of large engineering firms while others are smaller companies who specialize in archaeological work. In order to work as quickly and expeditiously as possible, NJDOT contracted with four firms to work together on the project: Gannett Fleming, Inc and URS Corporation, large engineering companies with archaeological divisions; John Milner Associates, archaeological, historic architectural, and historical consultants; and Hartgen Archaeological Associates, Inc, a firm devoted to archaeology.

Excavating a site is important but what happens after the excavations are over is equally important. The first thing that has to be done is to process the excavated artifacts: they must be washed and labeled with information that identifies exactly where they were found and then they can be analyzed. Artifact analysis involves identifying objects (what are they made from, how they were made), describing their forms and decorations, and dating their time of manufacture. Archaeologists use this information along with the written and visual field records and information from documentary research to write a report describing their excavations and their conclusions about the site. Reports are filed

with the State Historic Preservation Office and with the institution that sponsored the excavations. Copies of reports are sometimes also available at local libraries or historical societies.

Reports of excavations are written in technical language that might be unfamiliar to non-archaeologists. They are also not easily obtained, unless a reader goes to the repository where they are on file. Public archaeology, however, is concerned with the historical patrimony of all Americans. Thus, in order to make this information available to a wide audience, public/popular reports may be prepared which talk about the site in less technical terms. Popular reports can be obtained from a variety of sources. State agencies can make them available, either free or for a nominal fee. One such site is the Pennsylvania Historical and Museum Commissions Book Store at http://www.pabookstore.com/archaeology-and-native-americans.html.

Websites are also becoming common as a way of disseminating both popular reports and complete technical reports. The Delaware Department of Transportation makes it a practice to put all of its Phase III reports on its website http://www.deldot.gov/archaeology/. Middlesex County has put the report of the excavations of the Indian Queen Tavern in New Brunswick on its website at http://co.middlesex.nj.us/culturalheritage/tavern-dig.asp. Many other examples of reports can be found on the web and, especially in the summer, some projects have live web cam broadcasts of on-going excavations or daily blogs written by excavators. Many can be found at http://blogs.botw.org/Science/Social_Sciences/Archaeology/ or http://www.blogged.com/directory/education/humanities/history/archaeology/.

When archaeologists excavate a site, they generally have three main goals: to figure out when things happened, to find out what daily life was like in other times, and to see how cultures changed. Archaeologists use features and other artifacts to answer these questions. Discarded pieces of pottery, glass, or bone as well as immovable structures such as building foundations or privy holes can bring the past to life and can show how changes in artifacts cause or reflect changes in other parts of the culture. It is the task of archaeologists to not only explore these questions for themselves but also to share their information with their fellow citizens.

Websites:

http://www.indiana.edu/~arch/saa/matrix/ia/ia03_mod_09.html http://www.archaeological.org/pdfs/education/Arch101.2.pdf



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